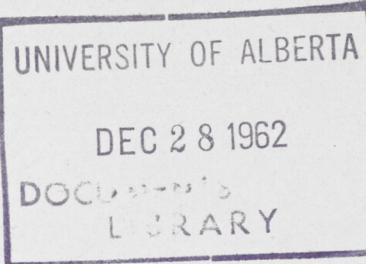


AL
PS40
L23

Vol. IV, No. 4

December, 1962



leisure



RECREATION AND CULTURAL DEVELOPMENT MAGAZINE

Editor
H. E. MARTIN

**RECREATION AND CULTURAL
DEVELOPMENT STAFF**

W. H. KAASA
Director

Supervisor Community Programs	E. M. McFarland
Assistant Supervisor	J. W. Riddel
Southern Area Consultant	S. Moore
Arts and Crafts	L. Graff
Drama	J. T. McCreathe
Libraries	E. T. Wiltshire
Music	D. J. Peterkin



New Theatre is Intimate Page 2

Edmonton Group Designs and
Buys Own Theatre
by Barrie Speelman

Shelter Time is Slow Time Page 5

Diary of time in Shelter Shows
Need for Recreational Plans
by E. G. Sherring

**Child + Imagination =
Playground Fun Page 10**

Everyday materials can give
ideas to children in playgrounds
by Ron Dunn

At Home in the Snow Page 14

Camping Outdoors During Win-
ter is an Exciting Novelty
by Gunnar Peterson

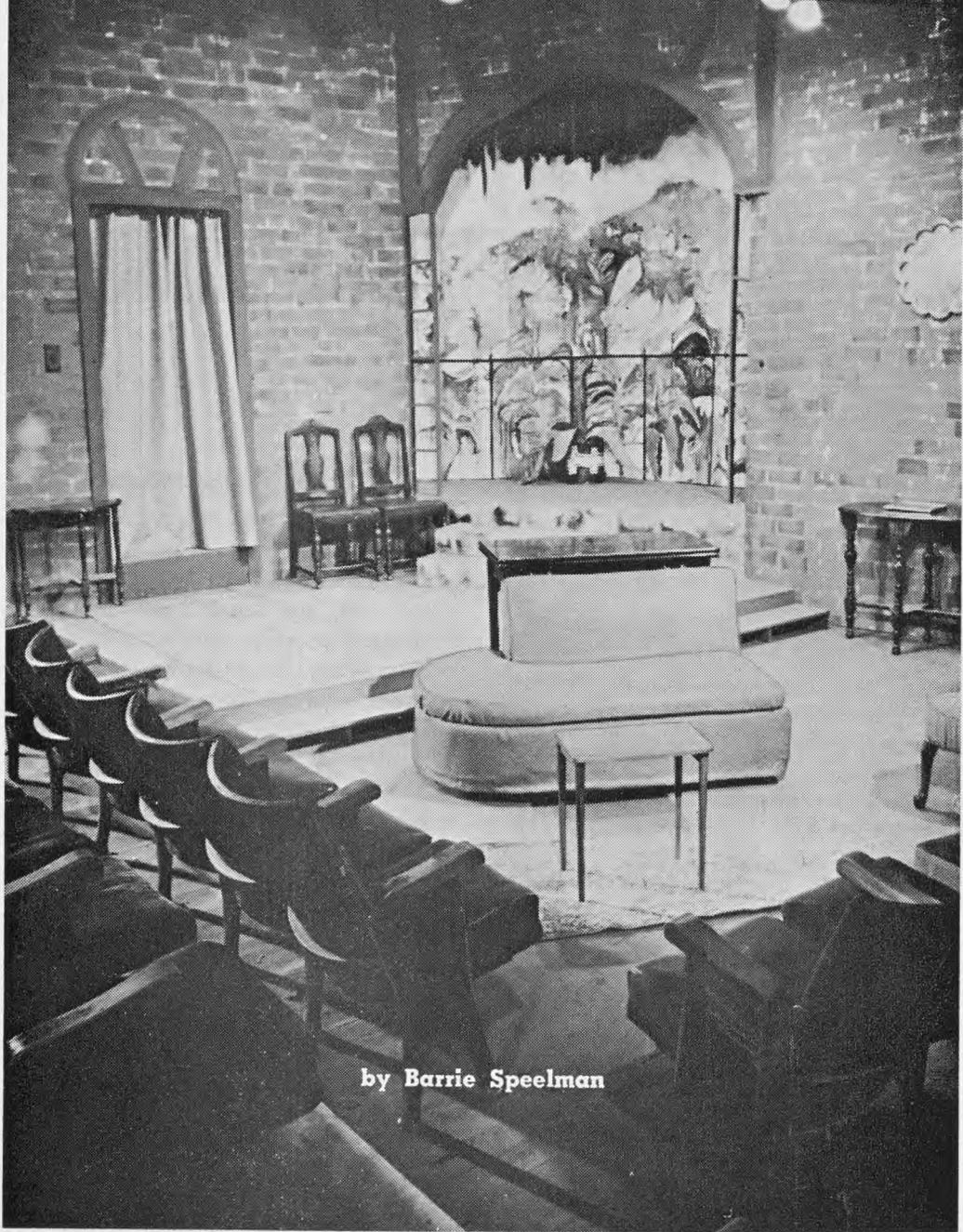
Books in Review Page 18

Quote of the Month

We may, if we wish, disregard this or that sort of cultural expression if it does not appeal to us, but we must not, on that ground merely, condemn it. In any event, let us make sure that there is music somewhere in our lives—the music of orchestras, of poetry, of the dance, of colour. Thus, by participation as an artist or by being part of an appreciative audience, we contribute to an eager, more vivid, way of living.

The Royal Bank of Canada Newsletter

NEW THEATRE IS INTIMATE



by Barrie Speelman

Supporters of live community drama who fear the eventual extinction of that art form due to the easy accessibility of television and an indifferent public have not reckoned with Theatre Associates of Edmonton.

During the past year, the organization has obtained and renovated its own theatre, gained a nucleus of enthusiastic supporters and produced a series of one act plays and six major shows including the world premieres of two works by Canadian playwrights.

The germ of an idea which launched the impressive series of events was spawned in November 1961 when Theatre Associates had completed the presentation of several major productions including "Mister Roberts" and "Teahouse of the August Moon" for capacity audiences in the 2700-seat Northern Alberta Jubilee Auditorium. The beautifully appointed auditorium by its own immensity defeated the prime purpose of the organization, that of presenting intimate drama within a personal environment to gain maximum audience communication.

The four originators, Roman Charnetski, Larry Hertzog, Jack Downey and Jack McCreathe were joined by Mrs. Margaret Tewnion in planning a small theatre wherein quality productions would be presented to a selective audience by experienced players.

The City of Edmonton provided the site with an abandoned one room



Page 2

The Walterdale Playhouse stage is spotlighted containing the set for "Barranca". Note the close proximity of seats to the arena stage.

Above

In the foreground Jack McCreathe, writer-director of "Barranca" goes over the script with Mrs. Doreen Ibsen.

school on the south flat of the Saskatchewan River and the Walterdale Playhouse was a reality, but just barely.

The leased building required extensive renovation before it would be suitable and within six weeks the hard labour of approximately 30 supporters, and with \$3000 garnered from past productions of Theatre Associates, the group had added a cement floor foyer, hall, stage and 68 hard back chairs for the audience to the now unrecognizable schoolhouse.

First to be produced at the Walterdale Playhouse was "Epitaph For George Dillon" followed by the George Bernard Shaw classic "Don Juan In Hell", "Romanoff and Juliet", "See How They Run" and "House of Bernard Alba". In addition, a series of one act plays was presented during the first season including an original one act drama "Is This A Friendly Visit?" by Mary Baldridge.

Gradually attracting a following, Theatre Associates soon had hundreds of patrons who, for the fee of 50 cents, were enrolled as members of the organization. Also helping to defray the costs of presenting shows to a limited audience were admission fees of \$1.50 per person.

After a full year of operation, Walterdale Playhouse still survives which in itself is an accomplishment, according to Artistic Director Jack McCreath, only surviving member of the original group. The other three originals have

moved to England and other parts of Canada. The hardback chairs have been replaced by comfortable theatre seats purchased from a demolished cinema. The arena type stage flanked on two sides by three rows of seats is well lighted and compact. Within the theatre proper, all walls and ceiling have been finished in a flat black color. The tiny cluttered dressing room directly behind the stage is easy of access. Part of the new hallway doubles as a small costuming room and another entrance for performers onto the stage.

The 1962 season commenced with the world Premiere of a three act play by Jack McCreath. "Barranca", set in Mexico, was favourably received by good audiences during its ten day run. Included in the cast were well trained actors and actresses, some in lines of work related to drama who performed for no return other than the satisfaction of acting.

Behind stage the costumers, stage directors, makeup artists and property people all contributed time and talent to keep the show within the \$300 allowable budget.

Next on the agenda for Theatre Associates is the production of "The Cavedwellers" by William Saroyan. Directing the play will be Frank Glenfield who is now selecting the cast from volunteers in Edmonton. Emphasis will again be placed on obtaining professional performers, adhering to the original idea that Walterdale Playhouse is not a training ground for actors but a showcase of the performing arts at Edmonton.

Shelter Time Is Slow Time

Mr. E. G. Sherring, former Senior Special Weapons Instructor, Canadian Civil Defence College, Arnprior, has recently been appointed Assistant Training Officer on the staff of the federal Emergency Measures Organization. Shortly before leaving the College for EMO Mr. Sherring attended the Shelter Management Course at the Eastern Training Centre, Brooklyn, N.Y. In the following report published in the Canadian EMO Magazine, Mr. Sherring describes in diary form his experiences during the Course.

by E. G. Sherring

shelter. The class moved to the shelter approximately a 5 minute walk from the classroom.

Shelter—General Description

The size of the shelter was roughly 12 feet wide by 20 feet long and 8 feet high. It contained the following equipment:

10-3 tiered bunks. Each bunk contained a mattress, 1 blanket and 1 pillow case but no pillow.

There were overhead lights which operated on a rheostat and could be dimmed or brightened as desired. The shelter had 6 one-way windows whereby school personnel could observe the candidates without being seen. It had a phone, which in theory was connected to a higher level of control, and a battery operated radio. There was a microphone suspended from the ceiling which picked up the conversation within the room, a steel cabinet containing all the shelter supplies, a small bathroom approximately 3 feet by 4 feet in one corner. The shelter contained no tables or chairs. The ventilation was a gravity system. However, a fan had been positioned outside to blow air across the top of the shelter and assist the circulation of air within.

Sunday, April 29th.

At 1400 hours the administrative instructions were given. We were informed that a period of up to 3 days would be spent in the shelter and that we would not know the exact time that we would enter the shelter or leave the shelter. We were instructed to report for class at 0800 hours, Monday the 30th April ready to go into shelter at any time. No special equipment was to be carried other than what we would normally have on our person during a normal working day. The number in the class was 23 of whom 18 were males and 5 females..

Monday—April 30th.

At 1000 we were informed by a school instructor that an ALERT had sounded and that we should go to

The director of the school entered the shelter with us and informed the class that he would act as the Shelter Manager for this course. There had been no delegation of duties or responsibilities prior to our entry, rather the class entered the shelter as if they were strangers on any street when an ALERT sounded and made their way to a shelter.

The shelter manager issued a shelter registration form which we were asked to complete. When this was done duties were assigned. Members of the class were placed into teams consisting of Recreation, Radiological, Safety, Bunking, Feeding, Supply, and Health. I was assigned as a member of the Feeding Team. The shelter was not in readiness to receive a group but rather the necessary supplies were in the shelter, the improvised toilet had to be assembled, food tins opened, fire-extinguishers checked, batteries placed in flashlights, medical supplies checked.

By 1100 hours the situation had cleared somewhat. The toilet had been erected and the general rules for its use were outlined. At this time the feeding team issued one quart of water to each person, this being the ration for a 24 hour period. Two of the triple bunks were taken down to make additional room for recreation and teaching purposes. The middle bunk of the three tiered bed was also removed to make room to sit down on the lower bunk.

At 1200 hours 8 double biscuits were issued. This was to be the ration that would be issued three times a day. Each biscuit contains 60 calories or

480 calories per meal and 1440 calories per day. The biscuits resembled a graham wafer in size but seemed to have no particular taste whatsoever.

At approximately 1230 the room became quite smoky. The shelter manager asked the group to discuss what smoking arrangement should be made. Should the group cut out smoking entirely? Should smoking be allowed only at certain times or in certain areas? Should a certain or fixed number of people be allowed to smoke at one time? This problem was discussed and the group arrived at the decision that no smoking was to be permitted when sitting on a bunk, rather one would have to smoke in the open area of the shelter. This was to be a temporary ruling as the group felt that if the condition did not remedy itself a more stringent action would have to be taken.

The group also discussed the time at which the lights would be dimmed and that people would go to bed. In problems of this nature, the Shelter Manager did not state the time at which the class would retire, rather he left it to the group to decide. In the early problems when the shelter manager would ask the class a question like, "What time shall we put the lights out?", often it was found that no one in the class would suggest a time. Therefore, the shelter manager would say "Shall we put the lights out at midnight?", the usual answer to this would be, "No, that is too late." Then the shelter manager would say, "Shall we put the lights out at 8:00 P.M.?" and the general answer by the group at large would be "No, that is

far too early." In this way the shelter manager would not state the time but would indirectly get the group to arrive at a common time. In this particular case, it was decided by the group that lights would be dimmed at 10 o'clock. In every case throughout the period of stay in the shelter, all problems were solved using the group discussion or "group dynamics". I may say that the method used in solving the problems by the group proved very satisfactory.

Throughout the day, discussions were held on a number of problems. New York was attacked with a 10 megaton and 1 megaton weapon with the ground zeroes in such a position that the shelter was in an area of heavy fallout, 3000 roentgens per hour at H plus 1 hour. This was shown on a meter which was hooked up to the control room. The temperature and humidity were recorded every hour on the hour as well as the oxygen and the carbondioxide readings. A security watch was posted. This consisted of a team of 2 which worked a two hour shift around the clock. There was no provision for washing and small Wash 'n Dri were issued. These consisted of a small piece of treated cloth, sealed in a foil package. When opened the cloth is slightly damp and moisture seemed to evaporate rapidly once the face and hands had been 'washed'. Two a day was the issue for this item. In addition, a small dental tablet called a Foam-ette was issued. These were placed in the mouth, allowed to dissolve and then swished around the teeth and the liquid expectorated.

Each candidate had to fill in his or her radiation exposure card and a Diary of Fallout Shelter Experience. The temperature of the body was taken twice a day, at 0800 in the morning and 9 o'clock in the evening. At 9:30 P.M. the bunking team erected the middle bunks and at 10 o'clock the lights were dimmed. So started the first night.

Tuesday—May 1st.

The class was up at about 0700 hours. The bunking team took down the middle bunk, the morning ration of biscuits was issued as were the wash 'n dri and foam-ettes. Not everyone took the full issue of biscuits although everyone was allowed to take up to 8 double biscuits. Many in the shelter complained of headaches, although I felt fine. The morning class discussed radiation intensities, probable effects of the bomb, and the total dose of radiation received to date. We also discussed the length of time that we would have to stay in the shelter if this was a real attack.

1100 hours—At this time there was a complete change of duties. I was reassigned to the Health and Sanitation team, each member of the previous days team briefed the new members. The majority of the class had headaches and took aspirin for relief. The second quart of water was issued. My container was dry although I noticed that several in the room had not used their entire quota.

1200 hours—One woman asked to leave the shelter. She felt that she could not stand another day of confinement. Permission was granted, I

never saw her again and I presume she packed her bags and left. Food was issued. I ate my full quota although many did not. The shelter manager outlined that everyone should try to eat the full amount as we did not know how long we would be confined and strength must be maintained.

The remainder of the day was much like the first I found it quite remarkable that 23 unknown and strange people could be so friendly and sociable in such a short time.

The most interesting part of the afternoon class discussion was a lecture on "How to Deliver a Baby in an Emergency". This was presented by a candidate, Miss Elizabeth Eicherly, a reg. nurse from Harrisburg, Penn. She made what could have been an embarrassing lecture a most worthwhile presentation. I felt tired in the afternoon and did not participate in the recreational period rather I chose to go to bed and sleep. I consumed only 6 biscuits for supper and at that I was eating only because I felt it was good for me to do so. I played cards in the evening for about an hour or an hour and a half. The recreation committee tried to get something going—a singsong, games, etc. but did not have much success.

Ten o'clock and lights out. A few stories were told which gave evidence that we were one family working as a team. The spirit of the group was good. One student did not feel well from mid-afternoon on but his temperature was normal. So passed the night.

Wednesday—May 2nd.

This was much like other mornings, the feeling and spirit was good, perhaps because we knew that we would get out soon or at the worst spend only one more day. Morning classes were spent in discussing total doses received to date. We also discussed the feasibility of sending out a reconnaissance team, the dress of the reconnaissance team, the type of equipment that they would have to take, the amount of radiation that they would receive, the information that they should look for, the type of food that they would bring back if they found a store or place where suitable food could be obtained.

10 o'clock—At this time we were informed that people in a shelter that had a lower protection factor than ours had to be moved in with our group. We were asked how many we felt that we could take. We discussed what effect this would have on our food and water supplies.

11 o'clock—Four men (one of them injured) came to the shelter. They had apparently been working in the area and were close to the maximum exposure and sought shelter. Additional beds had to be erected. They were registered and assigned tasks with the various teams.

Eleven o'clock water rations were issued. My container was again dry and ready for refill.

12 o'clock—Issue of rations, I could not eat more than 5 biscuits.

At 13 hours we were informed that 7 more people would be coming to this shelter. Discussion arose as to

bedding arrangements since we had exceeded the bed capacity. This proved an interesting problem and the shift system appeared to be the only answer to the problem.

At 1420 hours the shelter exercise concluded. We left the shelter for a group picture but the camera failed to work. Perhaps this was for the best as I felt we looked like "knights of the open road". There were no classes for the remainder of the afternoon.

Observations

I found the need for water greater than the need for food, although this was not applicable to everyone in the shelter.

The strangeness of a group is not a real problem when you are kept busy.

The air did not appear stale at any time. Observers outside stated that the air coming off the top of the shelter had an odour but the 3 members of the rescue party said the air was not noticeably foul.

The method of having the group decide on smoking regulations, hours for rising and retiring, etc. has much merit since everyone had a hand in

making the decisions and everyone was willing to accede to the wishes of the majority.

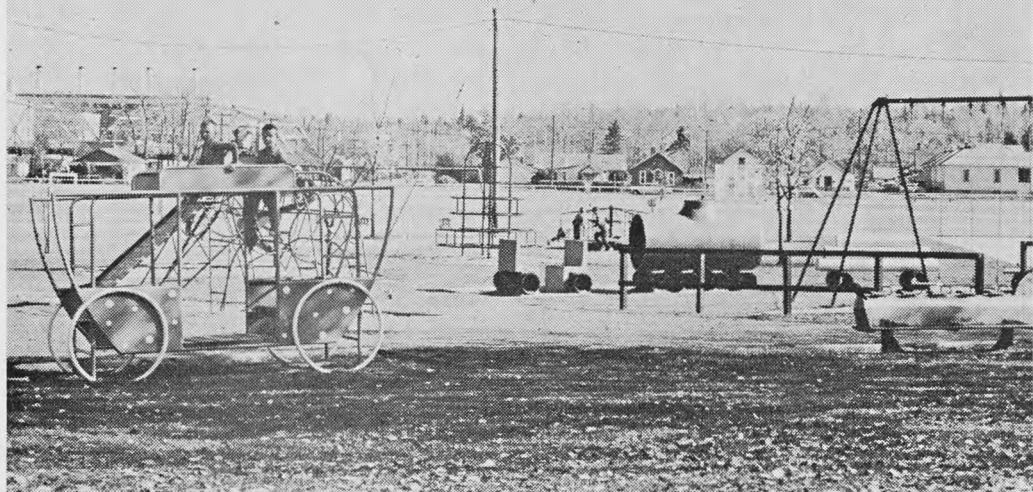
The time never seemed to drag. I would estimate that of the 24 hour day, except for the time spent at night sleeping, only 3 or 4 hours were available for recreation, the rest of the time was spent in group discussion or "in shelter training". It is, therefore, ideal to keep people busy and doing something at all times.

The best recreational accessory was the deck of cards. Checkers and chess were also available but only two can play whereas 4 or more people can play a variety of card games.

If the shelter time was longer, calisthenics would be a must. However, this would have to be controlled because of space and because the temperature rose rapidly whenever there was group activity i.e. putting up and taking down beds.

It would have been appreciated if a can of jam or jelly could be part of the biscuit ration even if it was issued once a day. In fact anything that would give a slight change of diet would be welcome. However, I am sure that a person could survive for an indefinite period of time on nothing more than the biscuits and water.

Child + Imagination = Playground Fun



by Ron Dunn

Children enjoy creative play equipment installed at Edmonton's Kinsmen Park last summer. Imaginative use of steel bars, old pipes and paint provide children with objects to build games around. Two boys in Edmonton's Kinsmen Park enjoy a stage coach ride. The creative play unit allows children to exercise their imagination. For others who follow the boys, the unit could be a submarine or bus.

A six-year-old boy stood in the playground area of Edmonton's Kinsmen Park last summer, staring at an exciting world of make-believe. The standard equipment that had entertained his parents as children—the familiar teeter-totter, swings, monkey bar and wading pool, were

all there—but he spared them hardly a glance.

Gone from the equipment was the conventional staid grey paint. It now stood invitingly in striking bright reds, yellows and blues.

His eyes were riveted on the brightly painted train. They jumped in

excitement to the slide curling around a central post; to the stagecoach complete with wheels; to the elephant with a slide for a trunk and to the two big steel rocking horses.

His imagination was already in motion, providing the necessary background and settings as he ran towards the train. Before he clambered aboard he could hear the hiss and rattle of steam pistons and the adventurous screech of a whistle.

But to an adult, apart from an indulgent smile for the eagerness of youth, there was little to be excited about. Certainly the colors were bright and attractive, but without the creative ability of a youngster the train was little more than two painted sewer pipes, and the elephant hardly more than steel hoops.

Naturally, the playground apparatus had not been designed to tease and stimulate the invention of adults—but the equipment had been designed by adults: people who are aware that children of the space-nuclear-television age require more than a swing and seesaw to excise their fancy.

Appreciation of the need for play equipment that will stimulate a child's imagination is only a recent development, but one that has grown rapidly from a small beginning into increasingly specialized field. Since 1960 an intensive investigation into all aspects of creative play has been carried out by the City of Edmonton, and next summer the city hopes many of their playgrounds, which will then number more than 80, will feature creative play units.

Edmonton's study of creative play, spearheaded by Donald T. Harvie, supervisor of the city's Community Playgrounds and Recreational Building programs, has made Alberta's capital one of the leading cities in Canada in this field.

Working with Mr. Harvie were committee members J. Riddel, Assistant Recreation Director with the Alberta Department of Recreation and Cultural Activities, Brian Andrews, director of maintenance with the Edmonton parks department, Dianne Cudworth and Eileen Begienenan, community recreation directors with the city.

Inquiries on this subject have reached Edmonton's city hall from as far away as Newfoundland.

The thorough study of the subject by Edmonton has clearly established that children benefit from creative play units. Children have the facility for play and the ability to build highly imaginative games around even an old piece of junk.

This was illustrated graphically in one of Edmonton's playgrounds. While under construction, a huge rock was unearthed and left in the area pending arrival of the right equipment to remove it. As part of their study into creative play, the city decided to leave it where it was. It became a focal point for the children who played on it and around it for a full summer. Only when it became a repeated target for beer bottles was it removed.

But the committee studying this new field of creative play had proved their point—the children had featured that rock in thousands of games.

Creative play units will never, according to Don Harvie, supplant the standard playground equipment, but will complement the swings and slides, thus expanding a child's horizons for play.

Study of the subject revealed that gradual integration of creative play units into playground life produces better acceptance of these innovations by the children—but more importantly by their parents.

"Adults, unfamiliar with this new aspect of play, are the hardest to sell," says Don Harvie. "Generally

they see in these odd-shaped objects a danger to their children, but our investigation into the matter has proved that children learn fast—in fact the average adult tends to underestimate children in this regard.

"Once a child slips or falls from a piece of play equipment or hits his head he rarely lets it happen again. Creative play equipment is as equally safe as the familiar swing or teeter-totter. Children adapt and adapt quickly."

To illustrate this, Mr. Harvie referred to a playground in Edmonton that the city had blacktopped.



Imaginative use of some old sewer pipes, paint and boards provides a train for children to build games around. Creative play units may be introduced into more Edmonton playgrounds next summer.

"At first we received howls of protest from parents against the hard surface," he said, "but our subsequent records show that accidents in that playground were 75 per cent less than in grassed areas."

Many countries in Europe and cities in the United States have made great strides in the production of creative play equipment. In some cases playgrounds have been turned into veritable fantasy lands. Overseas and in the United States many playground bodies have introduced easily recognizable creative play units, but Mr. Harvie and his committees are not in complete agreement with this trend.

"We believe it is better to build the creative play equipment in odd shapes, levels and varied designs," he declares. "Let the children decide what the object is and play accordingly. What might appear to be a train to one youngster might appear as a rocket ship, a mountain or a fort to another.

At present creative play equipment is expensive. Most of it has to be shipped in from the United States, but it is possible to utilize old pipes and bars, which coupled with imagination and paint, can provide hours of enjoyment to children.

Exploitation of the natural slope and nature of the area on which a playground is to be built can also be a big help in this matter. Gone are the days when a site was selected for a playground, then levelled off, a few swings and slides stuck on it and the kids invited in.

Today a playground has to be planned from start to finish. Buildings must be situated so that the supervisor can command a clear view of the area at all times. Shrubs and paths can be utilized to divide the area into different age groups. Correct location of trees can provide intimate story-telling spots. The retention of a natural slope in the ground can provide rolling and climbing in the summer and sledding in the winter.

A few steel bars welded together to give the impression of a rocket ship will attract the children. But if it is placed on a slope or mount it becomes a rocket ship on a launching pad.

The study of creative play and its relation to playgrounds is an expanding field and a growing challenge to adults to provide a healthy and absorbing world of play for their children.



AT HOME IN THE SNOW

by Gunnar Peterson

The following material is from an article by Gunnar Peterson, which appeared in the Journal of the American Association for Health, Physical Education and Recreation, Vol. 23, No. 1, January 1952.

much more difficult in winter. Get your apprentice training in camping in summer; after that enter the winter woods with caution. But remember, just as the winter wilderness holds the greatest difficulties and dangers, even so it offers the highest rewards and satisfaction. . . ."

This is the time of year when folks in the snow-covered regions of the country are either hugging close to the radiators, eating more anti-histamine tablets and cursing the weather, or they're out on the hilltops looking up to the heavens for snow. The tremendous popularity of winter activities during the past two decades has sent increasing numbers of people out into the wintry wonderlands for adventure.

Camping, even under the most ideal conditions in the summer, has its problems and difficulties—but these are as nothing compared with those that present themselves in winter. As Fay Welch of the New York State College of Forestry says: "In the summer you can make mistakes usually without paying too high a price . . . but in winter, with the temperature from zero to forty below, it is a very serious matter. Fire building, travel, protection from the elements—all become

Winter Camping Techniques

Naturally, before any extended trip into the wintry woods, a person should be certain of his mastery of camping techniques and the proficiency of others in the group. It would be well for persons to test their equipment and themselves close to home at the beginning of an experience of this sort, so that adjustments can be made, rather than getting involved in a winter trip and having it become a disappointing or dangerous experience.

Weather, in many sections of the country, may vary from a temperature of 40° above zero to 40° below in a period of 24 hours or less and may add the complications of snow, wind, ice, and rain. Of all of them, the greatest problem is rain—especially the kind that wets and freezes at the same time. In case of rain, getting to cover and staying there is the best procedure. A good knowledge of weather signs should be a part of the

winter camper's skills, so he is aware of weather conditions in advance.

Frostbite is a continuous danger in winter. Freezing is most commonly caused by:

- (1) exposure to wind and cold without adequate protection and covering.
- (2) pressure on various areas causing a reduction in good circulation.
- (3) loss of heat by radiation (especially due to wet clothing), and
- (4) fatigue.

The usual precautions of proper clothing must be followed and a knowledge of the correct first aid for frostbite is necessary. Very gradual warming with body heat is the best first aid procedure. Never rub the frozen area with snow, as this breaks the skin surface and leads to infection. Bring the body temperature up slowly—don't rush—don't bring the affected person into a heated room too soon. Members of a camping group in cold weather should be constantly on the lookout for the telltale white spots of frostbite on each other.

Clothing worn in winter camping should be loose-fitting enough to avoid binding and pressure. Wool garments from the skin out give the best warmth. The outer layer should be tightly woven and smooth surfaced (gabardine, poplin, etc.) rather than the fluffy, loose, "snow bunny" material that collects snow. Several layers of light wool shirts and sweaters are far superior to a single thick heavy garment, permitting the shedding of

clothes as the temperature and exercise demand. The layers also provide a number of dead air spaces giving better insulation. In Winter travel under your own locomotion, it is best to be just under comfortable warmth (so you need to keep moving to keep warm).

Regardless of your method of travel—ski boots for skiers, snowshoe moccasins or combination rubber and leather pacs for snowshoers, and shoe pacs or galoshes for hikers, you will need a couple of pairs of good heavy wool socks for foot warmth.

Mittens rather than gloves should be used. Woolen inner mittens with outer windproof, water repellent mittens with gauntlets have proved most practical. For headgear, a cap with ear flaps and a visor is best. The parka type garment with the hood, equipped with drawstrings, is an excellent garment for all around winter wear. A wool muffler is a handy thing to include with your clothing, not only for neck warmth but for wear over the nose and mouth in below zero weather.

Firebuilding in the winter outdoors isn't always a simple process and once you have your fire blazing away you may lose it in a snow hole if you haven't taken some precautions against its being melted out from underneath you! Instead of building it on top of the snow, you must pack the snow down, topping it with a log platform on which to make the fire. Otherwise, fire-building is done the usual way. Standing dead wood is your best sources of supply.

You'll find that you will need much more wood than you anticipated and

you may have a difficult job cooking because of the extreme cold. A candle stub is an excellent aid in getting fires started and should be included in your kit. Backlog reflectors are good for helping direct the heat of the fire into the open camp, tent, or shelter. Some winter campers prefer small portable folding stoves that can be utilized inside the shelter. It may be wise, depending on the size of the group, to build two or more fires—for cooking, drying, and warming.

Foods and cooking should be simple yet as substantial as possible. One-pot meals, mushes, soups, and stews are the best. The simplicity of cooking, serving, and eating plus the elimination of additional cookpots make them favorites. You'll need lots of hot foods and drinks and provision should be made for supplying each winter camper with chocolate, maple sugar, dried fruits, nuts, etc. for munching on the trail. Most experienced winter campers and mountaineers keep this emergency supply of food with them at all times.

The use of dehydrated foods will be found necessary in winter. There is so much extra poundage to carry that you eliminate as much water weight as possible.

Cheese, bacon, fats, and precooked cereal grains should be a part of the larder. Some of the frozen foods and concentrated fruit juices make good additions to the winter menu. Hot tea with lemon juice added is very good as is hot fruit juice. Candy fruit drops are often used for sweetening snow as you melt it in your mouth for thirst quenching. In regard to water, finding a good liquid supply is better

than melting down snow to get it. If you do find it necessary to melt snow, keep stirring it until some water has formed at the bottom, for otherwise your snow water will have a scorched flavor.

Dishwashing isn't too difficult a problem—wiping out with snow is usually enough or letting the scraps freeze solid and chipping them off. Your own personal preference for gadgets in your cooking will direct you in this area. You need to be careful of handling pots and pans in extreme cold as your finger tips may be less sensitive than usual and burns might result. Avoid touching cold metals with the bare hand, too.

Shelter should be found or arranged early enough in the afternoon so that you won't be fumbling about in the dark. While the cooks are busy with meal preparation, shelters can be erected for the group. A number of different possibilities present themselves: leantos, tents, snow houses, or snow caves. Leantos and tents are commonly used in summer camping, so they will not be considered here except to point out the good insulation value of snow in these shelters.

Snow houses or igloos can be built after some practice. The blocks are cut in domino shape and piled up, spiral fashion, in decreasing diameters. Loose snow on the outside and a fire on the inside to glaze the surface makes this a good shelter. The snow cave is a burrow into a drift or snow bank where the snow acts as an insulator.

In any event, the camper should provide himself with good insulation

underneath—boughs, hay, air mattress, etc.; he should also figure on more protection underneath him than over him. Probably the best sleeping accommodations for winter camping are to be found in the pure down bags, although it is possible to use good wool blankets in a water repellent bag.

General equipment. As would be true for any type of camping trip, persons should be equipped with extra clothing, especially socks and mittens, matches, knife, and compass. The group should have a small hand ax, Hudson's Bay ax, or a pruning saw for cutting firewood, shelter poles, etc. A good first aid kit should be included, as well as some means of illumination. (Candles, white gas, and carbides are often used, since flashlights lose efficiency in cold weather). Repair materials for skis and snowshoes should also be taken along. A good rule to remember in being careful of extra equipment weight is "if there's a question, leave it out." Each pound of pack weight doubles and triples in weight on the winter trail.

Selecting the Group

Selection of the group for a winter camping experience is one of the areas to which attention should be given. Not only should they have had good summer camping experience, combined with proficiency on skis or snowshoes, they need a real pioneering spirit, plus a high degree of ingenuity and self-reliance. Because three is the accepted minimum number of winter campers, they should travel together and be available to help each other. In the event of an

injury to one member, another can stay with him, while the third person goes for help. In certain areas, it would take some time to carry an injured person to safety so it is vitally important that the participants be skilled.



BOOKS IN REVIEW

Gabrielle Roy has again demonstrated her smooth and capable mastery of word and mood in "The Hidden Mountain", a poignant tale of an untutored and instinctive artist who struggles to achieve the interpretation he feels is lacking in his work. The artist, Pierre Cadori, leads a solitary and utterly simple life as a trapper, fisherman, hunter in the Canadian north. Yet all his travels and all his efforts are directed toward opportunity to sketch, to paint, and to bring to life on paper the everyday things he sees.

Artist Cadori is helped by a variety of friends in his efforts to depict instances of beauty and give them to the public. An old gold miner, a shy girl in a frontier cafe, an Eskimo youth,

and a rough, stalwart trapper, help Pierre along his lonely path to a meeting with a French missionary priest. Father Le Bonniec makes it possible for Pierre to travel to Paris, to study under capable instructors.

The book leaves the reader with a new realization of the blazing drive that imbues the good artist, the never-perfect portrayal of a subject that the artist feels must be interpreted to the viewer. The Hidden Mountain is an excellent tale, well told by a skilled craftsman, and will be a story that will endure on bookshelves for years to come.

The Hidden Mountain, by Gabrielle Roy. McClelland and Stewart Limited. \$4.50

Understanding or evaluating the comparative merits of the many different types of painting is difficult for non-experts without some sort of a yardstick. Four modest soft-bound volumes made possible by grants from the Canada Council, will perhaps provide that yardstick.

The books, each devoted to the works of a different artist, contain excellent color and black and white reproductions of the best of his collections. A simple, comprehensive biographical text goes with each book, written by an authority on each man and his work.

The work of CORNELIUS KREIGHOFF, who portrayed Canadians of the mid-1800's, is described by MARIUS BARBEAU;

DONALD W. BUCHANAN provides the text that accompanies the interpretive output of ALFRED PELLAN;

TOM THOMSON, the outstanding young artist of Canada's northland who died in a boating accident at the age of 30, has his story related by R. H. HUBBARD; and

DAVID MILNE has his highly original and very personal style of painting commented on by ALAN JARVIS.

These four well designed volumes are a very valuable asset to the library of anyone of artistic interests. Their support by The Canada Council is a most gratifying example of the merits of that worthy organization.

All are priced at \$1.75 and published by McCLELLAND and STEWART.



THE RECREATION and CULTURAL DEVELOPMENT BRANCH

The purpose of this Branch is to assist communities with the organization and operation of broad recreation and continuing education programs that offer opportunity to all; and to encourage talented residents of the province, so that they may best realize their own potential and whenever possible, give leadership and service to their community, thus contributing to the cultural development of the nation.

The Branch offers leadership training, consultive services and financial assistance to communities in developing organization and program.

The staff of this Branch will be most pleased to offer you any assistance they can on request. Use their knowledge to help build your community programs.

For further information please write to:

Director
Recreation and Cultural Development Branch
Department of the Provincial Secretary
424 Legislative Building
Edmonton, Alberta
PROVINCE OF ALBERTA

PROVINCE OF ALBERTA

SCHOLARSHIPS 1963

The Province of Alberta will offer scholarships for 1963 in the following fields:

ATHLETICS AND OUTDOOR EDUCATION	ranging from \$100 to \$500
HANDICRAFTS	ranging from \$100 to \$500
DANCING	ranging up to \$500
DRAMA	ranging from \$100 to \$500
LIBRARIANSHIP	ranging from \$100 to \$500
MUSIC	ranging up to \$250
RECREATION ADMINISTRATION	ranging from \$100 to \$500
VISUAL ARTS	ranging from \$100 to \$400

For Further Information Write:

W. H. Kaasa,
Director,
Recreation and Cultural Development,
Legislative Building,
Edmonton, Alberta.

PROVINCE OF ALBERTA
DEPARTMENT OF THE PROVINCIAL SECRETARY

E. R. Hughes,
Deputy Provincial Secretary



Hon. A. R. Patrick,
Provincial Secretary.

REFERENCE DEPARTMENT,
UNIVERSITY OF ALBERTA LIBRARY,
EDMONTON, ALBERTA.



GOV DOC CA2 AL PS40 L23 V-1-4
1959-1962
LEISURE --

PERIODICAL M2 40141604 GOV PUB



000037045689

